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ABSTRACT

This paper describes methodologies and instruments for assessing interpersonal relationships and problems in desegregated schools. Two studies are described in which students entering predominantly black colleges were asked to report retrospectively concerning their (desegregated) high schools' social environments. The studies employed two alternative methods for assessing dissatisfaction and/or seriousness of problems. One of the methods compared the discrepancies between "perceived" and "ideal" environmental characteristics. The other method involved ratings of the "perceived" conditions and the "seriousness" of any problems emanating from the conditions. The studies indicated that among the dissatisfactions and/or problems regarded as most serious by the students were: lack of courses and activities relevant to the needs of black students; limited participation of black students in extracurricular, social, and other school activities; discriminatory attitudes and practices of teachers and others, especially with regard to discipline; opposition of some parents to integration; and lack of identification and loyalty to the school. The problems identified using both methods were similar in a number of instances, although important differences between the methods were noted.
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(Abstract)

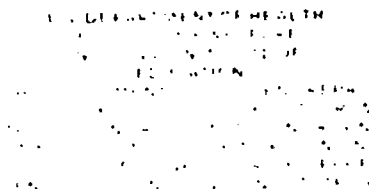
Assessing Social Problems and Issues in Desegregated Schools: Black Students'
Retrospective Reports of High School Social Environments

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In 1954 the United States Supreme Court declared that public schools in this country must be desegregated. As school desegregation gradually proceeded during the two decades since that declaration, public schools in the South and many other areas of the United States faced mounting problems, threats, and challenges. Now, in looking back over this period, we see that many school systems have endured crises that weakened traditionally broad community support for public education.

During this period of recurring crises, educational researchers, by and large, shut their eyes in the face of the challenge. As parents, students, teachers, administrators, and school boards struggled to understand and resolve the myriad of complex problems relating to desegregation, many educational researchers limited their involvement to rhetorical arguments with Arthur Jensen, William Shockley, and others who were "hung up" with racial differences in intelligence. Thus most of the actual research on school desegregation has focused narrowly on academic aptitude and/or achievement as the central issues.

To those who have actually struggled with the "real world" problems of desegregation, it is clear that researchers must look beyond scores on intelligence and achievement tests to help resolve the problems concomitant with school desegregation. That is not to say that the effects of desegregation on abilities and skills are not important. But it is apparent that educational achievement, as well as positive social development of children, depend upon school environments in which mutual respect, trust, tolerance, and understanding prevail. Conversely, educational failures and dropouts, as well as angry, frustrated and confused children are the products of school environments in which distrust, intolerance, and conflicts are common.

One of the basic assumptions underlying this paper is that the successes and failures of school desegregation are determined in large part by social attitudes and conditions in the schools. Indeed, we contend that the consequences of school desegregation should be defined, measured, analyzed and evaluated in terms of the human relationships that emerge in desegregated schools--in terms of teacher-student relationships, peer group relationships, and social attitudes and practices that prevail in the schools. Accordingly, the purpose of this paper is to describe methodologies we have designed to assess interpersonal relationships and problems in desegregated schools and to describe several applications of the methods.

There have been two distinct aspects to the methods and instruments we have developed. First, we sought to procure from students their "perceptions" of their schools' social environments. We felt that the environments of the schools should be assessed on the basis of students' perceptions, because it is on the phenomenological level of analysis - the level of students' experiences - that the impact of the environment can be best understood.

The second aspect of the methods involves procedures for assessing students' dissatisfaction and/or other negative feelings about their schools' environments. Procedures for assessing dissatisfaction were necessary, we felt, to help evaluate possible discrepancies or problems growing out of environmental conditions. These procedures are rather complex and present certain methodological problems. Accordingly, the balance of this paper will be primarily concerned with methodological issues growing out of experiences with these procedures for assessing dissatisfactions and problems in desegregated schools.

Study 1

Our efforts began in 1969 with development of an instrument called the High School Environment and Human Relations Inventory (HSEHRI) (Nelsen & Uhl, 1973). The instrument was designed to survey a broad variety of high school characteristics, as

shown in Table 1. However, since the "method is the message" in this discussion, I will not discuss content of the instrument further at this time. I do wish to describe in some detail the format of the items and to illustrate how this format is useful for studying social problems and issues relating to school desegregation.

Each item in the Inventory was presented as a pair of statements, as illustrated in Figure 1. You may note that students were instructed to respond to the first statement of each item pair as they actually viewed their high school; and to the second statement by indicating their opinion of how the school should be, in an ideal sense, regardless of how it was.

Thus, the study examined not only students' perceptions of the school environments, but also obtained their opinion of what the ideal environments should be. And, by comparing students' perceptions of each environmental characteristic with their values or opinions of what the ideal environment should be, it was possible to make inferences concerning the extent to which actual environmental characteristics were discrepant from ideal conditions. Presumably, the sizes of these discrepancies were indicative, in a general way, of students' feelings of satisfaction or dissatisfaction with the various environmental characteristics.

For the first actual application of this procedure, the instrument was administered to 320 entering freshmen at a predominantly black college. The students were asked to report retrospectively concerning various characteristics of their high schools' environments. The study was basically designed to compare the views and reactions of black students who had graduated from segregated high schools with those of students from desegregated schools. The detailed findings of the study are presented in Nelsen & Uhl (1973).

For purposes of the discussion today, we will present selected results from the sample of 149 students from desegregated schools to illustrate some of the issues growing out of the study. Table 2 presents the results for the 10 items (from the

total of 69) with the greatest mean discrepancies between the perceived (Is) and Ideal (SB) ratings. (I should note that the AD [discrepancy scores] were calculated on the basis of the absolute differences between the Is and SB values for each subject, i.e. without respect to the direction of the differences. Accordingly, the mean AD score is usually greater than the arithmetic difference between the mean Is and mean AD scores.)

Given the assumption that the discrepancy scores indicated the extent of dissatisfaction, these findings suggested that the lack of recognition of black persons through appropriate displays and the lack of a black students' organization which were environmental conditions/were most productive of dissatisfaction on the part of black students in the desegregated schools. Among other conditions for which there were large discrepancies were: failure to provide courses and activities relevant to the needs of black students; limited participation of black students in and extracurricular, social, and other school activities; discriminatory attitudes of teachers, especially with regard to discipline.

Without going into greater detail concerning the substantive findings, we may offer several observations concerning the methodology. First, the particular conditions that seemed to produce dissatisfaction appear to be generally consistent with reports we have been hearing and reading in the newspapers concerning the grievances of black students in schools which were recently desegregated. While this certainly does not constitute evidence of the validity of the instrument, the findings did at least seem to correspond with casual observation and common sense.

Second, we may observe that on many items the students revealed substantial consensus with respect to the "ideal" conditions. For example, the SB ratings for most items were relatively near to complete agreement or complete disagreement, i.e. in comparison with the Is ratings. Moreover, the standard deviations of the SB ratings were consistently smaller than the standard deviations of the Is ratings. In considering the uncertainties and complexities of school desegregation,

it is somewhat reassuring to find that there are values and ideals which are widely shared by this group of students. It is also useful to be able to identify some specific values or ideals which are not agreed upon.

Of course, the fact that the Is measures varied considerably is not surprising, since the students had attended a variety of schools, and presumably the actual social environments varied considerably from school to school.

A third observation concerns the use of discrepancy scores. There are, of course, a host of methodological problems and complexities which follow from the use of difference scores. For example, there is the widely recognized point that difference scores are less reliable than the constituent measures from which they are derived. In addition, the distribution of the AD scores tended towards positive skewness, especially for items on which the Is or SB responses fell nearer to the mid-point between complete agreement or disagreement. Factors such as these mitigate against analyses of AD scores using certain parametric statistics such as the product-moment correlation coefficient.

A final observation is based on some lingering doubts about our conceptualization and interpretation of the discrepancy measure as an index of dissatisfaction. While large AD scores did seem to reflect students' views that some conditions were far from ideal, this did not always seem to reflect dissatisfaction, even from the students' view point. For example, one item revealed that the subjects partly agreed, on the average, that most students in their schools were "conformists;" they tended to disagree that students should be conformists; and the discrepancy scores were relatively great. But even though the students might have agreed that the extent of conformity was greater than it should have been, we doubt they were saying this was a serious problem, or even a moderate problem, in their schools. In other words, the discrepancy measure seemed to suggest some issues which were

problems, or potential problems, but the indirectness and methodological awkwardness of the procedure indicated the need for a more direct measure for assessing the seriousness of problems.

Study 2

Accordingly, we revised the HSEHRI. We deleted some items that had not seemed useful, and we added a number of items based on issues which emerged from the previous studies. More significantly, for purposes of the matter at hand, we replaced the "should be" format with a format designed to directly assess the seriousness of certain problems. On the revised instrument students were asked to indicate first, whether each statement was true of their high schools, and second, whether the statement described a serious problem, a moderate problem, a minor problem, or no problem in their schools, as illustrated in Figure 1.

The revised instrument was administered to 680 entering freshmen at NCCU during orientation week in the fall of 1972. Students were asked to report retrospectively concerning environmental characteristics of their high schools. This study was designed primarily to examine relationships of certain demographic variables with the environmental characteristics and social problems. For this reason, the responses of all students from a given school were pooled, separately by sex, to yield mean scores for each school. Schools with less than two persons of either sex were deleted from the study. Remember in examining the data presented henceforth, that the N's pertain to school units rather than individuals.

Table 3 presents 10 items (from the total of 41) with the highest ratings as to the seriousness of the problems. A rating of 1 indicated a problem was considered serious; 4 indicated "no problem." A mean rating of 2.5 or less indicated that the problem tended to be viewed as moderately serious in a substantial proportion of the schools. Examination of the items in Table 3 reveals that the lack of courses

relating to the black experience , and the opposition of some parents to integration received the highest seriousness ratings. Prejudice and discrimination by teachers and others, inequitable discipline, lack of student voice in setting rules, lack of identification and loyalty to the school, and opposition of parents and school authorities to inter-racial dating also appeared to be prevalent problems, i.e. from these students' viewpoints.

Time prevents us from discussing these findings in more detail, as we are primarily concerned today with issues raised by the methodology, rather than the substantive findings. First, we found, as we had suspected, that some items which had revealed larger discrepancies in the first study were not considered as serious problems. For example, the respondents agreed, in both studies that students in their high schools had tended to group themselves according to race. This first study also showed that they tended to disagree that they "should" do this, ideally. However, students revealed in the second study that in most cases they do not consider these grouping patterns to be even a moderately serious problem. Thus, it appears that the direct method in the revised instrument can yield different results than the indirect method of the first version; it also seems easier to interpret and present the results of the direct method in terms of their "face value."

Another advantage of the direct approach is that the relatively simple measure of a problem's seriousness tends to minimize the methodological problems inherent to difference scores. Thus one can use the measure directly in analyses of correlative factors relating to the problems of seriousness. For example, in this study we were able to determine that the proportions of white (majority) students in the schools correlated positively with the seriousness of certain problems, as is shown in Table 4.

Despite these advantages to the direct method of assessing problems, we might note that the method has certain disadvantages, as well. The direct focus on identifying and assessing problems in desegregated schools gives a questionnaire a

rather negative tone. It provides direct assessment of negative feelings and conditions, but appears inapplicable, or at best indirect, as an index of positive feelings about one's school.

Discussion

There are several additional methodological issues I wish to discuss before closing. I noted that the instruments in these studies were administered to students attending only one college, and the students were asked to report retrospectively concerning their high school environments. These samples provided a convenient, economical, and efficient way to gather information concerning several hundred high schools, representing a very broad population of high schools in the state of North Carolina. Thus the preliminary instrument development and exploratory studies reported herein could be accomplished with a minimum of cost and inconvenience. I should also note that this sampling procedure also circumvented the practical problem of gaining access to data from schools which might be reluctant to admit researchers, especially desegregation researchers.

This is not to say, however, that the procedures we employed are a substitute for more rigorous and representative sampling of students actually attending desegregated high schools. Obviously, such studies must be conducted, and there are many issues such studies could address, which couldn't be addressed in this study, e.g. the analysis of how different subgroups in a given school view various school practices and characteristics.

Nevertheless, beyond certain substantive findings growing out of these studies, this research has provided several instruments and procedures which educational researchers, administrators, counselors, and others can use as a basis for objectively assessing human relations and pertinent practices in desegregated schools.

Accordingly, it seems we have achieved some capability for systematically measuring variables which must be studied if we are to resolve the conflicts and crises we have seen in our schools. Of course, these instruments and procedures represent little more than a beginning in our efforts to systematically diagnose and study problems of desegregation, and we hope that educational researchers will accept the challenge and get on with the job.

References

Nelsen, E.A. & Uhl, N.P. "The Social Environments of Segregated & Desegregated Schools." Journal Supplement and Abstract Service, Catalogue of Selected Documents in Psychology, Vol. 3, Summer, 1973, pp. 93-95, Ms, No. 430, 73 pages.

Figure 1. Instructions and Item Prototypes For Studies 1 and 2.

Study 1

Each statement in this questionnaire is presented once, but you will be asked to indicate your agreement or disagreement in two different ways. This is illustrated in the example below:

This school (1. offers)	1. A PA PD D DK
(2. should offer) courses which are	2. A PA PD D DK
relevant to the needs of black people.	

The statement should first be read as "This school offers courses that are relevant to the needs of black people." Then circle one of the letters following the statement: "A" if you agree, "PA" if you partially agree, "PD" if you partially disagree, and "D" if you disagree.

Next, read the statement as "This school should offer courses that are relevant to the needs of black people." Here we are asking how you think it should be, regardless of how it is. Again, respond by drawing a circle around one of the given letters.

Study 2

Each statement in this part of the questionnaire is presented once, but you are asked to indicate your opinions in two different ways. First, respond to each question by indicating whether you agree, partially agree, partially disagree, or disagree that the statement was true of your high school.

Second, indicate whether the statement indicates a serious problem, a moderate problem, a minor problem, or no problem at your school.

Consider the following example:

Classes were very large.	A	PA	PD	D	Serious
					Moderate
					Minor
					No Problem

In this example, the respondent indicated that he partially agreed that classes were very large, and that he felt this was a minor problem at his high school.

Table 1

Classification of Topics Reflecting the Content of the
"High School Environment and Human Relations Inventory" (HSEHRI)

- A. The Schools--General and Administrative Characteristics
 - 1. School Esprit and Discontent (4 items)
 - 2. School Rules, Discipline, and Authority (6 items)
 - 3. Racial Discrimination and Differentiation in School Policies and Practices (9 items)
 - 4. Human Relations Programs and Efforts in the School (4 items)
- B. Educational Programs and Practices in the Schools
 - 5. Instructional and Noninstructional Programs and Practices (10 items)
 - 6. Relevance of Instructional and Noninstructional Programs and Services to Black Students (8 items)
- C. Teacher Status and Teacher-Student Relationships
 - 7. Teacher Morale and Status (4 items)
 - 8. Roles and Status of Black Teachers, Counselors, and Administrators (4 items)
 - 9. Teacher-Student Relationships (5 items)
 - 10. Racial Discrimination and Differentiation in Teachers' Relations with Students (6 items)
- D. Student Characteristics and Interpersonal Relationships Among Students
 - 11. Academic Achievement Motivation of Students (3 items)
 - 12. Interpersonal Relationships Among Students (2 items)
 - 13. Interracial Relationships (4 items)

Table 2

Means and Standard Deviations for the ten HSEHRI Items with Greatest Discrepancies

(AD) between Perceived (Is) and Ideal (SB) Ratings.

(Note: For Is and SB items, 1=Agree, 4=Disagree
For AD scores, 0=No discrepancy, 3=Maximum discrepancy
Standard Deviations are in parentheses)

		Males (N=54)*	Females (N=95)*
1. There are pictures and portraits of black persons displayed on bulletin boards or other appropriate display areas.	Is SB AD	3.0(1.3) 1.3(.8) 1.9(1.3)	3.3(1.0) 1.2(.6) 2.3(1.0)
2. There is a black students' organization at the school.	Is SB AD	3.2(1.3) 1.2(.6) 2.1(1.3)	3.4(1.2) 1.3(.8) 2.2(1.1)
3. There are school sponsored activities in which no blacks participate	Is SB AD	2.2(1.3) 3.2(1.3) 1.7(1.2)	1.7(1.1) 3.5(1.0) 2.0(1.2)
4. The school offers courses that are relevant to the needs of black people.	Is SB AD	2.8(1.2) 1.1(.5) 1.8(1.3)	2.9(1.2) 1.1(.2) 2.0(1.2)
5. There are special exhibits and displays of books, art collection, etc. concerning black history and literature.	Is SB AD	3.0(1.3) 1.2(.6) 1.9(1.3)	2.7(1.2) 1.1(.4) 1.3(1.2)
6. Negro (black) teachers sometimes are easier in their discipline of white students than black students.	Is SB AD	2.3(1.3) 3.7(.8) 1.7(1.3)	1.9(1.1) 3.7(.7) 1.9(1.1)
7. Bulletin boards and other displays at this school reflect various racial viewpoints and ideas.	Is SB AD	2.9(1.2) 1.6(1.0) 1.9(1.2)	2.8(1.3) 1.3(.8) 1.7(1.3)
8. Some teachers give special treatment to students who are not of the same race.	Is SB AD	2.0(1.0) 3.4(.9) 1.6(1.1)	1.9(1.1) 3.6(.7) 1.8(1.2)
9. There have been very few instances of racial discrimination on the part of teachers.	Is SB AD	2.6(1.1) 1.4(.9) 1.5(1.1)	2.7(1.2) 1.5(1.0) 1.8(1.1)
10. Racial differences are unimportant at the school.	Is SB AD	2.9(1.2) 1.6(1.1) 1.5(1.2)	3.3(1.0) 1.9(1.3) 1.7(1.3)

*The N's varied slightly from item to item due to missing data.

Table 3

Means of the HSQ Items with Greatest Seriousness Ratings

(Note: For Is item, 1=Agree and 4=disagree;
For Ser item, 1=Serious and 4=No problem)

		Males (45 Schools)	Females (85 Schools)
1. There were not enough courses which were of special interest and relevance to black students and which informed white students more fully of the black experience in American life.	Is	1.6	1.5
	Ser	2.0	1.9
2. Some parents were opposed to integration, and they instilled this opposition in their children.	Is	1.5	1.5
	Ser	2.0	1.9
3. Discipline & punishment were not equal for black & white students.	Is	2.1	2.2
	Ser	2.3	2.2
4. Black students did not feel they were part of the school, and therefore they did not feel any loyalty to the school.	Is	2.4	2.3
	Ser	2.4	2.2
5. Some teachers at the school were prejudiced.	Is	1.6	1.6
	Ser	2.4	2.2
6. Many students of both races felt that school officials disciplined their race more severely than the other for the same offenses, and that discipline generally was not enforced fairly and effectively.	Is	2.1	2.0
	Ser	2.4	2.3
7. Students had very little voice in the rules and regulations at the school.	Is	2.3	2.4
	Ser	2.4	2.5
8. Inter-racial dating was frowned upon by school authorities and parents.	Is	1.7	1.7
	Ser	2.5	2.4
9. Some teachers favored white students.	Is	1.7	1.6
	Ser	2.5	2.5
10. There have been many instances of racial discrimination on the part of teachers at the school.	Is	2.4	2.2
	Ser	2.6	2.4

Table 4

Correlations between School Means for Proportion of Black Students and Is and Seriousness Measures for Selected Problems.

(Note: Positive correlations indicate that students from schools with smaller proportions of black students tended to: (a) indicate greater agreement with the statement, and (b) regard the problem as relatively serious)

		Males (45 Schools)	Females (85 Schools)
Some teachers favored white students.	Is	.14	.43***
	Ser	.07	.28**
Black students did not participate enough in school activities and programs.	Is	.42**	.47***
	Ser	.30*	.38***
Black students were under-represented and out-voted in activities because of the schools racial unbalance.	Is	.78***	.76***
	Ser	.76***	.76***
Many students of both races felt that school officials disciplined their race more severely than the other for the same offenses, and that discipline generally was not enforced fairly and effectively.	Is	.30*	.40***
	Ser	.36*	.18
The social life for girls of my race was not very good.	Is	.17	.44***
	Ser	.12	.49***
The social life for boys of my race was not very good.	Is	-.16	.41***
	Ser	-.02	.31**

* $p < .05$; ** $p < .01$; *** $p < .001$

High School Questionnaire

This instrument was developed by members of the NCCU Education Department and the Office of Research and Evaluation to find out about your views concerning your high school background. It measures your views of the high school where you graduated.

There are three parts to the questionnaire. The first part asks you to identify yourself and the high school from which you graduated. It also asks the desegregation history of your school. Part II presents a number of statements concerning general characteristics about schools, and you are asked whether they are true about your school. Part III asks about possible problems at your school, especially in relation to desegregation and human relations in the school.

This questionnaire is completely confidential. No one will see your individual responses except professional staff working on this project at North Carolina Central University. All results will be summarized by groups; individual results will not be released.

High School Information - Part I

do not write in
this column

Your name _____ last _____ first _____ initial _____ 01 _____

Student identification number _____ 3 _____

Your sex (circle one) 1. Male 2. Female 09 _____

Your race (circle one) 1. Black 2. White 3. Other _____ specify _____ 10 _____

Name of the high school from which you graduated: _____ 11 _____

Location of the high school: _____ city _____ state _____

When did you graduate from this school? (circle the year)
1972 1971 1970 1969 1968 before 1968 17 _____

How many years did you attend this school? (check one)
____ One year or less
____ Two years
____ Three years
____ Four years or more

During your last year at this school, approximately what percentage of the students were of each race?
____ % Black *Note: the percentages should add up to 100% 20 _____
____ % White 22 _____
____ % Other 24 _____

During your last year at this school, approximately what percentage of the teachers were of each race?
____ % Black *Note: the percentages should add up to 100% 26 _____
____ % White 28 _____
____ % Other 30 _____

Were the schools in your district (where you last attended high school) desegregated during the past 10 years? In other words, were pupils reassigned from formerly all black or predominantly black schools to formerly all white or predominantly white schools, or vice versa? (check one)
____ No-- pupils were not reassigned for racial reasons 32 _____
____ Yes--some schools were desegregated

If you answered "no" to the previous question skip the next page and go to Part II of the Questionnaire

If you answered "yes" to the previous question, complete the questions on the next page:

Answer the following questions only if school(s) in your district were desegregated during the past 10 years.

Prior to desegregation in your school district was the high school
from which you graduated: (check one)

- ☐ Formerly all black or predominantly black 33 _____
☐ Formerly all white or predominantly white
☐ The school did not exist
☐ Other _____
(specify)

Give the approximate date of desegregation of the high school
from which you graduated: (circle the year)

1971 1970 1969 1968 1967 before 1967 34 _____

What is the present status (in 1972) of the formerly all black high
school in your community? (check one)

- ☐ it is presently serving as a high school 36 _____
☐ it is presently serving as a jr. high or elementary school
☐ it is not presently serving as a school
☐ don't know

Part II

General Characteristics of the High School

Instructions

Please read each statement carefully and then indicate whether the statement describes the high school from which you graduated by circling one of the letters following the statement.

"A" if you agree that the statement describes your high school

"PA" if you partially agree that the statement describes your high school

"PD" if you partially disagree that the statement describes your high school

"D" if you disagree that the statement describes your high school

If the item does not apply to your school, or if you don't know whether the statement describes your school, cross out all four choices, e.g. ~~A PA PD D~~.

do not
write
in this
column
1 02

	<u>Circle one</u>				
1. The teachers at your high school cared about the individual student.	A	PA	PD	D	16 ___
2. The school helped students choose and prepare for a career.	A	PA	PD	D	17 ___
3. Teachers did not give many failing grades.	A	PA	PD	D	18 ___
4. The school tried new methods of teaching.	A	PA	PD	D	19 ___
5. The teachers at the school made an effort to bring about racial understanding and harmony.	A	PA	PD	D	20 ___
6. The school had many regulations and restrictions concerning student dress and appearance.	A	PA	PD	D	21 ___
7. The school offered courses that were relevant to the needs of black people.	A	PA	PD	D	22 ___
8. Bulletin boards and other displays at the school reflected various racial viewpoints and ideas.	A	PA	PD	D	23 ___

9. Guidance counselors at the school were very helpful.	A	PA	PD	D	24	__
10. Some black teachers had been given high status positions at the school.	A	PA	PD	D	25	__
11. Most students at the school had friends of a race different from their own.	A	PA	PD	D	26	__
12. The school had programs that were designed to promote mutual understanding among blacks & whites.	A	PA	PD	D	27	__
13. Students at the school associated freely and closely with students of a race different from their own.	A	PA	PD	D	28	__
14. The administration at the school did its best to bring about racial understanding and harmony.	A	PA	PD	D	29	__
15. It was a strict school.	A	PA	PD	D	30	__
16. The school had lots of rules and regulations.	A	PA	PD	D	31	__
17. Students did not get away with a lot at the school.	A	PA	PD	D	32	__
18. Most of the teachers at the school understood teenagers.	A	PA	PD	D	33	__
19. Most of the students at the school got along pretty well with one another.	A	PA	PD	D	34	__
20. The teachers at the school were dedicated.	A	PA	PD	D	35	__
21. Students felt true loyalty towards the school.	A	PA	PD	D	36	__
22. The school building was well taken care of.	A	PA	PD	D	37	__
23. Teachers felt true loyalty towards the school.	A	PA	PD	D	38	__
24. There was a lot of competition for grades at the school.	A	PA	PD	D	39	__
25. Most students at the school cared about grades.	A	PA	PD	D	40	__

- | | | | | | | |
|--|---|----|----|---|----|-----|
| 26. Teachers explained the material so that it was clear to most students. | A | PA | PD | D | 41 | ___ |
| <hr/> | | | | | | |
| 27. The teachers paid most attention to students who planned to go to college. | A | PA | PD | D | 42 | ___ |
| <hr/> | | | | | | |
| 28. Most of the students now at the school will go on to college. | A | PA | PD | D | 43 | ___ |
| <hr/> | | | | | | |
| 29. Teachers at the school were easier on girls than on boys. | A | PA | PD | D | 44 | ___ |
| <hr/> | | | | | | |
| 30. The students at the school had respect for the rules and regulations. | A | PA | PD | D | 45 | ___ |
| <hr/> | | | | | | |
| 31. All students who broke rules were given the same punishment whether they were black or white. | A | PA | PD | D | 46 | ___ |
| <hr/> | | | | | | |
| 32. The school had lots of clubs and extracurricular activities. | A | PA | PD | D | 47 | ___ |
| <hr/> | | | | | | |
| 33. Most students at the school were conformists (went along with the crowd). | A | PA | PD | D | 48 | ___ |
| <hr/> | | | | | | |
| 34. Almost all students at the school respected the teachers. | A | PA | PD | D | 49 | ___ |
| <hr/> | | | | | | |
| 35. Racial tolerance was the rule rather than the exception. | A | PA | PD | D | 50 | ___ |
| <hr/> | | | | | | |
| 36. Teachers had a real voice in the planning and governance of the school. | A | PA | PD | D | 51 | ___ |
| <hr/> | | | | | | |
| 37. Teachers enjoyed working at the school. | A | PA | PD | D | 52 | ___ |
| <hr/> | | | | | | |
| 38. The school had lots of problems. | A | PA | PD | D | 53 | ___ |
| <hr/> | | | | | | |
| 39. The school did everything possible to encourage most of its students to go on to college. | A | PA | PD | D | 54 | ___ |
| <hr/> | | | | | | |
| 40. The school offered adequate vocational courses such as home economics, shop, agriculture, and industrial arts. | A | PA | PD | D | 55 | ___ |

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| 41. The school grouped students according to ability levels. | A | PA | PD | D | 56 | __ |
| <hr/> | | | | | | |
| 42. Students had very little voice in the rules and regulations at the school. | A | PA | PD | D | 57 | __ |
| <hr/> | | | | | | |
| 43. There was an active human relations organization at the school. | A | PA | PD | D | 58 | __ |
| <hr/> | | | | | | |
| 44. The school helped students prepare for college. | A | PA | PD | D | 59 | __ |
| <hr/> | | | | | | |
| 45. The school prepared students for real life problems. | A | PA | PD | D | 60 | __ |
| <hr/> | | | | | | |
| 46. Everyone was included in the social life and activities at the school. | A | PA | PD | D | 61 | __ |
| <hr/> | | | | | | |
| 47. There were no problems in obtaining dates at the school. | A | PA | PD | D | 62 | __ |
| <hr/> | | | | | | |

Part III

do not
write
in this
column
1 03

1. Some teachers at the school were prejudiced.	A	PA	PD	D	Serious Moderate Minor No problem	16	___
2. Caucasian (white) teachers sometimes were easier in their discipline of black students than white students.	A	PA	PD	D	Serious Moderate Minor No problem	18	___
3. Negro (black) teachers sometimes were easier in their discipline of white students than black students.	A	PA	PD	D	Serious Moderate Minor No problem	20	___
4. There have been many instances of racial discrimination on the part of teachers at the school.	A	PA	PD	D	Serious Moderate Minor No problem	22	___
5. Most students at the school chose to group themselves along racial lines--black with black, and white with white.	A	PA	PD	D	Serious Moderate Minor No problem	24	___
6. Some teachers favored black students.	A	PA	PD	D	Serious Moderate Minor No problem	26	___
7. Some teachers favored white students.	A	PA	PD	D	Serious Moderate Minor No problem	28	___
8. There were a number of disruptive demonstrations.	A	PA	PD	D	Serious Moderate Minor No problem	30	___
9. Discipline & punishment were not equal for black & white students.	A	PA	PD	D	Serious Moderate Minor No problem	32	___

10. Black students did not participate enough in clubs and extracurricular activities.	A	PA	PD	D	Serious Moderate Minor No problem	34	___
11. Race was sometimes a factor in athletics at the school.	A	PA	PD	D	Serious Moderate Minor No problem	36	___
12. Some teachers were afraid to discipline students who were not of their own race.	A	PA	PD	D	Serious Moderate Minor No problem	38	___
13. The school did not do enough to encourage black students to go on to college.	A	PA	PD	D	Serious Moderate Minor No problem	40	___
14. White racial symbols such as playing "Dixie," displaying the Confederate Flag, were common in this school.	A	PA	PD	D	Serious Moderate Minor No problem	42	___
15. Black and white students were usually seated in separate parts of the classroom.	A	PA	PD	D	Serious Moderate Minor No problem	44	___
16. Students had very little voice in the rules and regulations at the school.	A	PA	PD	D	Serious Moderate Minor No problem	46	___
17. Black racial symbols such as jargon (slang), soul music, handshakes, Afro hairstyles, etc. were discouraged at the school.	A	PA	PD	D	Serious Moderate Minor No problem	48	___
18. Black students were prohibited from wearing Afros, dashikis, and other special clothes.	A	PA	PD	D	Serious Moderate Minor No problem	50	___

19. There were no outbreaks of racial conflict among students at the school.	A	PA	PD	D	Serious Moderate Minor No problem	52	___
20. There were almost no pictures and portraits of black persons displayed on bulletin boards or other appropriate display areas.	A	PA	PD	D	Serious Moderate Minor No problem	54	___
21. There were school-sponsored activities in which no black students participated.	A	PA	PD	D	Serious Moderate Minor No problem	56	___
22. Few (if any) black persons were given administrative positions and responsibilities at the school.	A	PA	PD	D	Serious Moderate Minor No problem	58	___
23. There were no black counselors at the school.	A	PA	PD	D	Serious Moderate Minor No problem	60	___
24. Few black students were elected or appointed to the student council.	A	PA	PD	D	Serious Moderate Minor No problem	62	___
25. There were no black students on the cheer leading squad.	A	PA	PD	D	Serious Moderate Minor No problem	64	___
26. Black students did not participate enough in school activities and programs.	A	PA	PD	D	Serious Moderate Minor No problem	66	___
27. Black students were sometimes not welcome to participate in school programs and activities.	A	PA	PD	D	Serious Moderate Minor No problem	68	___

28. Black students sometimes did not make enough of an effort to participate in school programs and activities.	A	PA	PD	D	Serious Moderate Minor No problem	70	___
29. Black students were under-represented and out-voted in activities because of the schools racial unbalance.	A	PA	PD	D	Serious Moderate Minor No problem	72	___
30. There were frequent disruptions in the halls during breaks between classes.	A	PA	PD	D	Serious Moderate Minor No problem	74	___
31. There were not enough courses which were of special interest and relevance to black students and which informed white students more fully of the black experience in American life.	A	PA	PD	D	Serious Moderate Minor No problem	76	___
32. Students were too rowdy and fought on school buses.	A	PA	PD	D	Serious Moderate Minor No problem	78	___
33. Black students did not feel they were part of the school, and therefore they did not feel any loyalty to the school.	A	PA	PD	D	Serious Moderate Minor No problem	16	___
34. Black students and white students, when in groups, were less friendly to one another than on an individual basis.	A	PA	PD	D	Serious Moderate Minor No problem	18	___
35. Some parents were opposed to integration, and they instilled this opposition in their children.	A	PA	PD	D	Serious Moderate Minor No problem	20	___
36. At athletic events, there were frequent incidents of restroom harassment, parking lot vandalism, & interracial fighting, sometimes caused by students and sometimes by non-students.	A	PA	PD	D	Serious Moderate Minor No problem	22	___

37. Many students of both races felt that school officials disciplined their race more severely than the other for the same offenses, and that discipline generally was not enforced fairly and effectively.	A	PA	PD	D	Serious Moderate Minor No problem	24	—
38. There was some inter-racial dating at the school.	A	PA	PD	D	Serious Moderate Minor No problem	26	—
39. Inter-racial dating was frowned upon by school authorities and parents.	A	PA	PD	D	Serious Moderate Minor No problem	28	—
40. The social life for girls of my race was not very good.	A	PA	PD	D	Serious Moderate Minor No problem	30	—
41. The social life for boys of my race was not very good.	A	PA	PD	D	Serious Moderate Minor No problem	32	—